DOCUMENT RESUME

ED 190 804 CE 026 268

TITLE	Career Education. Human Ecology/Home Economics Objectives, Grades 6-12. DS Manual 2850.1 [and] Approved List of Essential Textbooks/Instructional Materials for Human Ecology/Home Economics, Grades 6-12. DS Manual 2850.2: Revised.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
PUB DATE	Nov 78
NOTE	51p.: For related documents see CE 026 265-266, CE 026 270, and CE 026 272.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Education: *Educational Objectives: Educational Resources: Elementary Secondary Education: *Home Economics Education: *Instructional Materials: Program Descriptions: Reference Materials: *Textbooks
IDENTIFIERS	Dependents Schools: United States

ABSTRACT

This manual provides program and instructional objectives as guidelines for a human ecology/home economics program in Department of Defense Dependents Schools (DoDDS). Four sections are inlcuded in the manual: (1) Human Ecology/Home Economics Program Objectives: (2) Human Ecology/Home Economics, Grades 6-8, Exploratory: (3) Fundamentals Level Instructional Objectives: and (4) Specialization Level Instructional Objectives. Within these areas, instructional objectives are provided for the following programs: child care and development, clothing and textiles, foods and nutrition, housing and home furnishing, social and family relationships, and home nursing. Appended to the manual is an approved list of essential textbooks/instructional materials for human ecology/home economics grades 6-12. References listed for each program area give the title of publication, author, publisher, and copyright date. (LRA)

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DS MANUAL 2850.1
NOVEMBER, 1978
HUMAN ECOLOGY/HOME ECONOMICS OBJECTIVES
GRADES 6-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

career education

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FOREWORD

Home economics in the Department of Defense Dependents Schools (DoDDS) is aimed at providing our students with the necessary knowledge and skills to lead a self-rewarding, fulfilled life compatible with our system.

Home economics is relevant to all boys and girls in DoDDS. Junior high and middle schools offer exploratory programs and high schools offer our students fundamental and specialization courses. The program is designed to equip our students with knowledge and skills to live effectively in our changing society, self-fulfill as individuals reaching their fullest potential, and make contributions to our society. This Manual provides program and instructional objectives as ***guidelines*** for home economics.

Anthony Cardinale

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Director
Department of Defense Dependents Schools

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Many Department of Defense Dependents Schools (DoDDS) educators have contributed significantly over the years developing the objectives in this Manual. Listed below are those who have worked on various DoDDS committees in Human Ecology/Home Economics:

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HUMAN ECOLOGY/HOME ECONOMICS PERSPECTIVES

Overwhelming changes have occurred in the last decade creating a sphere of new thinking and new approaches in areas such as society, family culture, technology, and education. Evidence of this is seen in efforts to rebuild cities, improve housing, plan for leisure time and shortened work spans, changing sex roles, and, perhaps of most concern, the need for improving human relationships and strengthening the family unit. Human Ecology/Home Economics, in response to this concern, is committed to reexamining all aspects of its program, including curriculum, preparation of teachers, methods of teaching, and facilities used in teaching.

Human Ecology/Home Economics is defined as a study of laws, conditions, principles, and ideals which are concerned with man's immediate physical environment and his nature as a social being. Also, it is a study of the relationships between these two factors. It is a field of knowledge and service primarily concerned with strengthening family life, and is offered to students in grades 6-12.

Teachers in the Department of Defense Dependents Schools (DoDDS) have the following convictions about Human Ecology/Home Economics:

Human Ecology/Home Economics education provides students with an opportunity to develop and improve skills, learning abilities, and attitudes that enable individuals to become happy family members.

Human Ecology/Home Economics is vital to the individual student's development of values.

Human Ecology/Home Economics provides a depth of understanding of the significant role of women in today's society.

Human Ecology/Home Economics is a unique field of study which unites the arts and sciences for the furthering of effective family life.

Human Ecology/Home Economics is relevant to all boys and girls as each person is and will always be involved in making a home. Taking courses in Human Ecology/Home Economics help students to:

1. Live effectively in a changing society.

2. Reach their fullest potential as a person.

HUMAN ECOLOGY / HOME ECONOMICS PROGRAM OBJECTIVES

3. Develop competencies necessary to make decisions and to build meaningful personal and family relationships.

4. Clarify values and set and obtain goals.

5. Understand and cope with themselves and their environment.

Organizational Pattern for Human Ecology/Home Economics in DoDDS

The unique functions and objectives noted for Human Ecology/Home Economics are best achieved in DoDDS within a general laboratory facility.

The course organizational pattern in middle and upper grades suggests three levels of study (exploratory, fundamental, specialization) in five broad areas. These areas include:

1. Child care and development.

2. Foods and nutrition.

3. Housing and home furnishings.

4. Social and family relationships.

5. Textiles and clothing.

It is recommended that all DoDDS students, by the time they have completed 8th grade, will have had a minimum of one semester of Human Ecology/Home Economics to effectively help them to elect courses wisely in grades 9 through 12.

Child Care and Development Instructional Objectives:

1. Know the physical, social, emotional, and intellectual characteristics of small children.
2. Know an individual's basic social, physical, emotional, and mental needs.
3. Know the influences of heredity and environment on the development of the individual.
4. Know that each individual member affects and is affected by his family.
5. Know that learning results from play.
6. Develop resourcefulness in creating play activities.
7. Know good safety habits.
8. Know the appropriateness of children's clothing (considering family income).
9. Know physical and emotional problems of children.
10. Demonstrate methods of helping a child with physical and emotional problems.
11. Know the responsibilities involved in caring for other people's children.

HUMAN ECOLOGY / HOME ECONOMICS
Grades 6-8, Exploratory

Clothing and Textiles:

1. Know that the practice of daily cleanliness is necessary.
2. Know acceptable care for face and skin.
3. Maintain the cleanliness and health of the hair.
4. Maintain a program of oral hygiene.
5. Develop a program for exercises and posture.
6. Know principles of personal grooming.
7. Improve personal appearance through applying proper techniques to care of wardrobe.
8. Know how to arrange storage area for proper care and maintenance of wardrobe.
9. Demonstrate awareness of the new and available materials to use in improving storage space.
10. Recognize that decisions depend on understanding the personality and characteristics of the individual in selecting attractive and appropriate clothing.
11. Know the meaning of fashion, fad, and style as applied to clothing selection.
12. Discriminate choices in clothing in relation to color, size, personality, body, and use of fabrics.
13. Evaluate labels and shopping practices.
14. Know the parts of the automatic sewing machine.
15. Know how to operate a sewing machine.
16. Know methods of machine care.

17. Know how to use small equipment.

18. Know how to read information on a pattern envelope.

19. List information and location of information found on pattern envelope.

20. Know how to purchase correct pattern size.

21. Know differences between natural and manmade fabrics.

22. Know value of different methods of fabric construction.

23. Know how different fabrics are used.

24. Know sewing terms necessary for beginning sewing.

25. Develop a construction plan and establish efficient work habits.

26. Know how to make simple alterations on patterns.

27. Know how to perform the necessary skills to make a simple pattern.

28. Develop judgment and recognize value in construction of a garment.

HUMAN ECOLOGY / HOME ECONOMICS
Grades 6-8, Exploratory

Foods and Nutrition:

1. Know skills about caring for infants.
2. Work efficiently to cooperate and to share responsibilities with group members.
3. Identify kitchen equipment, its use and care, and understand the need for an organized plan for storing equipment.
4. Know the relationship between utensil arrangement and time management.
5. Measure ingredients accurately.
6. Practice skills used in the preparation of recipes.
7. Use safety habits when preparing food in a kitchen.
8. Know that sanitation practices while working in the kitchen are essential to health.
9. Know that proper care of food depends on knowledge of factors that effect spoilage.
10. Know procedures for purifying water.
11. Learn the "Basic Four" as a guide to sound nutrition.
12. Know which foods make us grow.
13. Know the relationship of knowledge of the "Basic Four" to planning a meal that is nutritiously adequate.
14. Know the relationship of snacks to good nutrition.
15. Recognize the sensual effects of food.
16. Develop ability in selecting nutritious snacks.

17. Know how to prepare and serve snack foods attractively and conveniently.

18. Know the importance of management in the preparation of simple snacks or bag lunches.

19. Know the factors affecting total meal atmosphere.

20. Know the essentials of a good breakfast.

21. Know how to plan, prepare, and serve a simple breakfast.

22. Apply a variety of skills in the preparation and serving of quick breads.

23. Know the value of milk in our daily diet.

24. Know the basic principles of cooking with milk.

25. Know the principles of protein cookery through the preparation of eggs and meats.

26. Know that food habits of the individual are influenced by family custom.

27. Interpret the kinds of food habits related to the host nation.

28. Know that having a successful party is dependent on careful planning.

29. Know that as a guest or hostess at a party there are rules to observe.

HUMAN ECOLOGY / HOME ECONOMICS
Grades 6-8, Exploratory

Housing and Home Furnishing:

1. Know the importance and effect of a home atmosphere on its members.
2. Identify the function of a home.
3. Know that an attractive home can be achieved through the use of inexpensive but well-selected accessories.
4. Know the principles of color systems and the effect colors have on one's emotional reactions and optical illusions.
5. Define and apply elements of design to room arrangement.
6. Know principles of room arrangement.
7. Know how to adapt available home furnishings to each family's lifestyle.
8. Know how to make a room more interesting by rearrangement of furniture.
9. Know principles of the kind, size, and use of storage facilities for cherished personal belongings.
10. Learn skills in caring for the home.

Social and Family Relationships:

1. Know the meaning of heredity and environment.
2. Distinguish between inherited and environmental characteristics.
3. Analyze the environment for factors that may influence human development.
4. Know the meanings of the terms: attitudes, goals, and values.
5. Analyze the influences that affect the development of your attitudes, goals, and values.
6. Develop, adjust, and clarify one's own attitudes, goals, and values.
7. Know the constituents of personality.
8. Develop a personal plan for improving individual personality.
9. Plan for self-improvement.
10. Know what makes a person popular.
11. Know that total conformity is not necessary for popularity.
12. Know the basic emotional needs of a human being.
13. Know that emotional needs are intensified in early adolescence.
14. Know facts about emotions and conflicts.
15. Know the composition of a family.
16. Know that each family member is an individual as well as part of a group.
17. Know that cultural patterns are transmitted from one generation to another primarily through the family.

18. Know that the emotional climate of the family results from attitudes of family members toward one another.

19. Know that thoughtfulness and consideration are building blocks to a happy home.

20. Know that each family member must accept responsibilities according to his ability, maturity, and the needs of his family.

21. Know that with acceptance of responsibility, privileges may be earned.

22. Know that satisfaction may be gained by doing housekeeping tasks.

23. Know services that the community can provide.

24. Know that each member of a community has a responsibility to that community.

25. Know how to be a good representative of the United States while living in a host nation.

26. Know acceptable manners and conduct.

27. Understand that proper conduct affects one's privileges.

28. Know that social acceptance is based on several factors including tolerance, patience, kindness, and understanding.

29. Know personality characteristics that contribute to boy/girl relationships.

30. Know the various types of resources such as: physical, emotional, spiritual, material, economic, etc.

31. Know that a budget helps one meet his/her needs and wants.

32. Know that human ecology has many career possibilities.

33. Know the value of parenting as a profession.

Child Care and Development:

1. Know patterns of growth and development.
2. Understand that each individual is unique in his/her pattern of growth and development.
3. Provide for basic physical needs of children.
4. Know how play and play materials aid in a child's development.
5. Analyze toys with special consideration to providing inexpensive play materials.
6. Comprehend that the family influences an individual's values.
7. Comprehend how children learn good behavior.
8. Know similarities in child care between host nation and United States.
9. Be aware of the satisfactions gained from working with children.

FUNDAMENTALS LEVEL INSTRUCTIONAL OBJECTIVES

Clothing and Textiles:

1. Demonstrate awareness of the current styles.
2. Determine the origin of today's fashions.
3. Understand that clothing tends to reflect status.
4. Demonstrate awareness that status clothing need not be expensive.
5. Demonstrate an awareness of why we dress as we do.
6. Understand how to use line within the rules of the elements and principles of design in clothing selection.
7. Understand the function of color.
8. Understand texture.
9. Demonstrate good principles of design: balance, rhythm, emphasis, and harmony proportion.
10. Plan a basic wardrobe and discuss factors to consider in making the necessary purchases.
11. Recognize that money spent on clothing is a part of wardrobe planning.
12. Select appropriate accessories for various occasions.
13. Know characteristics of some natural and manmade fibers.
14. Identify fibers by appearance, feel, and various tests.
15. Understand how fabrics are constructed and identify standard weaves.
16. Know how finishes affect the quality and performance of the fabric.
17. Identify fabrics on the market today.

18. Appraise construction of clothing purchases on the local economy.

19. Make sound clothing purchases on the local economy and in the Armed Forces Exchange System.

20. Demonstrate comparison shopping.

21. Demonstrate proper use and care of sewing equipment.

22. Construct clothing following the information on the commercial pattern envelope.

23. Demonstrate increased personal satisfaction in constructing a garment.

24. Demonstrate work habits necessary for the efficient use of class time.

25. Prepare garments for sewing.

26. Demonstrate basic methods of joining garment parts.

27. Know job opportunities related to clothing and textiles and manufacturing and distribution.

28. Make tentative choices related to careers in clothing and textiles.

FUNDAMENTALS LEVEL INSTRUCTIONAL OBJECTIVES

Foods and Nutrition:

1. Review basic knowledge, vocabulary, and importance of nutrition.
2. Describe how diet affects one's physical and mental health.
3. Know basic food nutrients.
4. Recognize various factors in a person's environment that influence eating habits.
5. Understand that each body uses food at its own rate (basal metabolism) and that heredity, age, sex, size, and activity determine the nutrients needed.
6. Understand that the selection of an adequate diet needs to be learned.
7. Analyze food fads and fallacies.
8. Analyze fad diets of students and adults.
9. Determine how snacks affect the health of a person.
10. Understand common inadequacies of school lunch choices.
11. Appreciate foods of the United States (regimen): southwest, east coast, southern states, west coast, etc.
12. Understand the food patterns of native intercultural backgrounds--European, Indian-American, Mexican-American, Black-American, and Oriental-American.
13. Know the impact of religious traditions and their influence upon the foods various people eat.
14. Know basic procedures in food preparation.
15. Establish standards for menu planning.
16. Know the importance of maintaining a well-organized kitchen.

17. Plan work related to food preparation.

18. Analyze the role that ingredients play in the preparation of breads, cakes, pastry, cookies, and other baked products.

19. Establish importance of using correct methods as indicated in recipes.

20. Use recognized criteria and standards to judge various baked goods.

21. Compare commercial and "made from scratch" products in terms of money, nutritional value, time, and energy management.

22. Understand the contribution breads and cereals make to daily diet.

23. Recognize various forms of pasta and rice and how to prepare them.

24. Apply knowledge of bread and cereal group in the role of meat extenders in main dishes.

25. Know the variety of fruits and vegetables available.

26. Act as a good consumer in the selection of fruits and vegetables.

27. Understand that methods in cooking vegetables will affect nutritional value, flavor, appearance, and texture.

28. Know the food value of potato in diet.

29. Create a vegetable dish using a variety of ingredients, seasoning, and garnishes.

30. Know the variety of ways fruits can be used in meals.

31. Know the mineral and vitamin values in salad.

32. Clean and prepare ingredients for making salad.

33. Know the importance of products in daily diet for young and old people.

FUNDAMENTALS LEVEL INSTRUCTIONAL OBJECTIVES

34. Compare costs, convenience, and flavor of various milk products.

35. Know the variety, popularity, and nutritional value of cheese.

36. Develop means that use a form of milk.

37. Understand the importance of the meat group and the wide variety of meat products on the market today.

38. Understand that the cost of meat is reflected by the consumer's knowledge of meat cuts and their ability to prepare and cook it.

39. Know the value of a variety of economical meat dishes that might be prepared from one cut of meat.

40. Know the nutritional value of eggs and how to cook them to retain the best flavor and texture.

41. Understand the consumer's reliance upon costly prepared foods.

42. Understand the advantage of using convenience foods in order to maintain well-balanced meals for the family.

43. Recognize advertising gimmicks affecting the shopper's preference.

44. Demonstrate methods of food packaging and preservation.

45. Understand how menu plans may determine types of meal service.

46. Understand the contribution that good table appointments make to a pleasant meal.

47. Plan economical, informal entertainment for a peer group.

Housing and Home Furnishings:

1. Know the historical development of homes and family needs satisfied by each stage of development.
2. Know differences in housing in various countries.
3. Determine the relationships: physical, social, emotional, and intellectual needs of family members.
4. Understand that arranging and decorating a room is reflected by individual personalities.
5. Understand that one's home is a reflection of family activities and values.
6. Identify the elements of design.
7. Understand the concept of color and its use.
8. Identify varieties of texture in interior design.
9. Identify the principles of design (proportion, balance, emphasis, rhythm, and harmony).
10. Understand that a given area is changed according to the inhabitant's use of the area.

FUNDAMENTALS LEVEL INSTRUCTIONAL OBJECTIVES

Social and Family Relationships:

1. Know the basic needs of an individual that can be satisfied within the family: physical, spiritual, emotional, social, and intellectual.
2. Analyze how the family is a model for learning roles, attitudes, and values.
3. Understand factors why children within the same family will be different.
4. Understand the changes that take place during the development of the individual.
5. Analyze the relationship between emotions and behavior.
6. Know that a person has a capacity for adaptability.
7. Understand that thoughtfulness and consideration are basic to building communication in the home.
8. Understand how values are developed.
9. Develop family-oriented activities.
10. Know what adjustments the parents and other family members must make when a new baby arrives.
11. Know the cost of having a baby, and the other expenses incurred in meeting material needs of a newborn infant.
12. Analyze the selection of baby items according to safety, convenience, economy, and value.
13. Understand the changing masculine and feminine roles in our society.
14. Know that mores and taboos are a part of the structure of society.
15. Understand the relationship of mores to everyday living.
16. Analyze similarities and differences of families and individuals within a culture.

17. Understand that mores of a society do change — at varying speeds.

18. Know that families in different cultures have many similarities and differences.

19. Understand aspects of the processes of socialization.

20. Recognize the characteristics of a mature person.

21. Know the steps of the decisionmaking/problem-solving process.

22. Understand that decisions are based on past experiences, knowledge of acceptable behavior, and an acceptance of one's own limitations to cope.

23. Analyze differences in behavior patterns of the mature and the immature person in public places.

24. Understand physical and mental changes that occur as a person grows older.

25. Know the importance of rational decisionmaking.

26. Know the effects of alcohol and tobacco on the individual.

27. Know the effects of drugs on the individual.

28. Gain awareness that interpersonal relationships meet a basic need.

29. Know what factors influence interpersonal relationships.

30. Know today's dating standards.

31. Analyze how personal grooming and the selection of clothing and accessories reflect values held by the individual.

32. Know food habits which affect personal appearance.

33. Know the basic principles of money management.

FUNDAMENTALS LEVEL INSTRUCTIONAL OBJECTIVES

Home Nursing:

1. Understand the need for home nursing.
2. Know the importance of following doctors' instructions.
3. Maintain records of patient information accurately for the doctor's use.
4. Know the five "RIGHTS" of medication.
5. Demonstrate skills in determination of temperature, pulse, and respiration.
6. Improve household items for patient use.
7. Demonstrate skills needed to provide bed-patient care.
8. Recognize the important signs of illness.
9. Apply skills for working with convalescing patients.
10. Understand the importance of the patient's morale.
11. Know the differences in entertainment needed by individual patients.
12. Know the treatments for home emergencies.
13. Understand home safety to prevent major accidents.
14. Apply principles of good nutrition in providing meals for those with health problems.
15. Plan appealing meals.
16. Spell and define a vocabulary of home-nursing words.

17. Understand the importance of serving others.
18. Investigate a wide variety of job opportunities available in home nursing.
19. Develop a checklist of home-nursing job opportunities.
20. Determine personal qualities necessary for home service.
21. Understand effective performance of home management.
22. Understand the needs of persons requiring special care.

LIZATION LEVEL
TIONAL OBJECTIVES

Child Care and Development:

1. Analyze attitudes and values pertinent to being a guardian of children.
2. Understand that young children begin learning from their family unit.
3. Understand that the prevailing culture influences all children regardless of religious or ethnic background.
4. Know the needs of infants (physical, emotional, social, and intellectual).
5. Prepare a daily schedule centered around the care of an infant, explaining needs involved.
6. Know the characteristic stages of development of a child.
7. Demonstrate basic techniques required for adequate care and protection of the infant.
8. Know the relationships among the physical, intellectual, emotional, and social growth of the child.
9. Observe small children.
10. Demonstrate an observation form.
11. Use observation technique for studying specific areas of interest.
12. Plan for and establish a play school.
13. Understand the need for composing announcement letters and forms of application.
14. Work with children to encourage creativity and develop psychomotor skills.
15. Understand the responsibilities of the play-school teacher.
16. Understand that the program of a safe play-school is a result of careful planning and preparation.

17. Know the needs and characteristics of school-age children (physical, emotional, social, and intellectual).

18. Organize host nation practices in education of children.

19. Understand the influence of leisure-time activities on the child's language and thought concepts.

20. Know common behavioral problems that school-age children might develop.

21. Know that exceptional children have special needs in families and communities.

22. Know the scope of job opportunities related to child-care services.

23. Select a possible job opportunity in the field of child care and apply for it.

24. Know the types of specialized training programs for child-care and development personnel.

25. Identify the personal qualities desirable in an individual who works with children.

26. Explain special knowledge and skills necessary for successful employment in the child-care areas.

27. Know how to apply for a job in child-care services.

SPECIALIZATION LEVEL
INSTRUCTIONAL OBJECTIVES

Clothing and Textiles:

1. Identify various styles and understand why they were fashion acceptable.
2. Identify repetition of style in current fashion.
3. Recite how style of dress reflects status, sex, age, etc.
4. Identify ways the consumer is sold new fashion ideas through the news media.
5. Identify the procedures involved in purchasing a planned wardrobe.
6. List standards for acceptable merchandise.
7. Interpret labels on ready-made articles of clothing.
8. Be able to determine needs and discriminate among products which may best meet needs.
9. Determine a sale that offers good purchases.
10. Assess advertising, its value, and cost to the consumer.
11. Compare the host-country apparel industry to the United States.
12. Identify the sources and manufacturing processes of natural fibers.
13. Identify the properties of synthetic fibers.
14. Identify factors involved in recognizing fibers used in blends.
15. Identify and demonstrate fibers, yarns, weaves, and finishes used in fabric construction.
16. List the variety of special-purpose finishes for fibers.
17. Research protective Federal legislation as developed in the textile industry.
18. Know basic concepts of how to select a basic wardrobe.

19. Interpret changing values and attitudes in the maturation process.

20. Select suitable clothing for various roles.

21. Know the effect of clothing on one's actions and personality.

22. Identify colors, color combinations, and basic rules of color and usage.

23. Illustrate colors suitable for individuals.

24. Basic concepts of color and individual mood.

25. Demonstrate line in dress design.

26. Select line and design most becoming to the individual.

27. Know principles of clothing-care methods.

28. Use closet space efficiently.

29. Know the basic procedures in preparation of material for layout and cutting.

30. Know the efficient use of basic sewing skills contributes towards creativity and satisfaction gained in sewing.

31. Know how to assemble parts of different patterns and create a new design.

32. Know the basic skills of tailoring and applying the construction of a well-tailored garment.

33. Apply the finishing process to a garment.

34. Know principles of a well-made garment.

35. Recognize the variety of occupations keyed to fashion merchandising.

36. Recognize the qualities and characteristics employers seek when interviewing a job applicant.

SPECIALIZATION LEVEL INSTRUCTIONAL OBJECTIVES

Foods and Nutrition:

1. Know the relationship between sound nutrition and a feeling of well-being.
2. Identify those nutrients required for optimum health.
3. Learn the basic body processes in converting food intake to energy.
4. Know factors that determine the individual's food requirement.
5. Know the meaning of calorie as a unit of measurement.
6. Appreciate how stages in the life cycle of the family determine the amount and kind of food needed.
7. Understand the problems related to obese and underweight persons.
8. Understand different health problems requiring special diets.
9. Understand physical characteristics of food.
10. Understand the chemical reactions of food properties.
11. Understand the degree to which physical and chemical processes may be controlled.
12. Understand the purpose and use of leavening agents in food.
13. Know the nature of chemical and physical properties of foods under various conditions.
14. Recognize that similarities in the physical structure and chemical composition of foods are the basis for their classification, handling, and preparation.
15. Recognize that many characteristics of food must be considered in planning a pleasing menu.
16. Use knowledge of food characteristics to plan creative menus.

17. Recognize that in planning menus, management of time, money, and effort required must be considered as factors affecting their value.

18. Make decisions considering time, money, and effort in using convenience foods.

19. Recognize the variety in the quality and cost of cookware and cooking utensils.

20. Determine the amount of cookware needed for a basic kitchen starter set.

21. Know a variety of features and finishes of kitchen appliances.

22. Know several different types of table service and how they may be implemented in meal service.

23. Demonstrate proper table settings, their selection and care.

24. Make attractive centerpieces.

25. Recognize characteristics of various types of eating places.

26. Know the major classifications of food cookery.

27. Recognize that each food classification has common preparation techniques.

28. Practice basic techniques of cookery as related to protein, carbohydrates, and fats.

29. Plan and prepare a variety of foods representative of the classifications.

30 Prepare various kinds of poultry.

31. Practice basic rules for the cooking of salt- and fresh-water fish and shell fish.

32. Identify herbs and seasonings and the characteristics of each.

SPECIALIZATION LEVEL INTRUCTIONAL OBJECTIVES

33. Identify cereal products and practice ways of preparing and using each in main dishes.

34. Prepare a variety of main dishes using combinations of food.

35. Prepare toppings used for main dishes.

36. Know the effect of heat on the chemical composition of food.

37. Know that some vegetables require a minimum of water in cooking to retain flavor, texture, color, and food value.

38. Use fruit and fruit combinations in creative cookery.

39. Use ingredients combined in salads to emphasize flavors and increase palatability.

40. Use techniques of temporary and stable emulsification in preparing salad dressings.

41. Prepare a variety of quick breads, yeast breads, and rolls using basic recipes.

42. Practice preparing a variety of pastries, cakes, and cookies that, combined with other ingredients and frostings, result in a tender, flaky, and appetizing food.

43. Make and use glazes and icings.

44. Explore the use of ingredients in preparing desserts that are attractive and tantalizing in flavor.

45. Identify and prepare a variety of beverages that are appropriate for different occasions.

46. Develop basic skills in gourmet cooking.

47. Explore the American contributions to international cookery.

48. Understand and use various methods of food preservation.

49. Realize many people in the world are underfed due to a lack of utilization of technological advances.

50. Know the significance of the national and international concern of the starving populace.

51. Understand that parents' attitudes towards food are reflected in attitudes of offspring.

52. Associate foods to family traditions and special events.

53. Explore the significance of food in historical events.

54. Recognize the significance that food has for certain religious groups.

55. Recognize that American cookery consists of food customs of many people from different cultural backgrounds.

56. Know food customs in host nation.

57. Understand food intake patterns used in the host nation.

58. Understand that each country has its particular mode of food choice, preparation, and serving.

59. Know how some foods become status foods through social usage.

60. Know that each generation develops unique food habits.

61. Know trends of food consumption.

62. Know technological advances in food processing.

63. Become aware of the wide variety of foods on the market.

64. Analyze pre-prepared foods as to quality of product, time of preparation, and costs to the family.

65. Become aware of how packaging influences cost increase.

SPECIALIZATION LEVEL INSTRUCTIONAL OBJECTIVES

66. Appreciate the services of advertising, but also recognize the cost to the consumer of the product.

67. Critically evaluate information provided through food advertising, etc.

68. Know the factors that influence the expenditure of the food dollar.

69. Know that a competent manager can reduce the family food expenditures and maintain a well-balanced diet.

70. Become aware of the role of government agencies that protect the consumer.

71. Know the importance of the U.S. Department of Agriculture in the protection of our food supply.

72. Understand the function of the Food and Drug Administration.

73. Understand that the safety of food is determined by its qualities, production procedures, and marketing.

74. Know the variety of occupations in the food industry.

75. Recognize various types of food outlets and responsibilities of each related job.

76. Practice making application for a position.

77. Recognize the importance of public relations related to the food industry.

78. Know job requirements and skills for an occupation in the food preparation area.

79. Identify sources of training for food occupations.

80. Practice assessing one's own interests and skills.

Housing and Home Furnishings:

1. Recognize the historical trends in housing.
2. Classify architectural styles as a reflection of historical events, geography, art and science, as well as standard of living.
3. Be aware of the social environment of communities and the roles of various agencies and individuals within it as factors affecting its development.
4. Identify the various stages of the family life cycle and its effects on dwellings.
5. Determine factors affecting home selection.
6. Describe the need for financial planning when selecting a home.
7. Interpret the advantages and disadvantages of buying a house (old or new), having a house built, or of renting, as related to the needs, desires, and resources of the family or individual.
8. Classify different types of dwellings and identify factors for family choice.
9. Identify the different types of housing that are affected by zoning ordinances, building restrictions, and by other housing in the community.
10. Practice selecting building sites and placement of the house on the site.
11. Know that the tax rate on an individual piece of property varies in proportion to the value and location of such property.
12. Develop awareness of legal and other professional advice available for protection against ill-advised transactions. Learn what services they provide.
13. Investigate home insurance and protection needs.
14. Know how the home provides security to most individuals.

SPECIALIZATION LEVEL INSTRUCTIONAL OBJECTIVES

15. Understand how conveniences in the home are influenced by structural design, use of space, and type of dwelling.

16. Understand how the aesthetic character of housing affects the mental well-being of the occupants.

17. Understand the importance of the location of a dweiling in relation to community facilities and services.

18. Use established criteria in making intelligent decisions in the selection of family housing.

19. Establish criteria for a good neighborhood.

20. Plan the use of land for exterior landscaping.

21. Recognize different types of materials for landscaping and apply this knowledge to a model.

22. Plan an attractive and functional kitchen.

23. Know that safety in the home includes knowledge of safety rules concerning electrical, mechanical, and structural factors, and that simple repairs often prevent hazards.

24. Analyze and apply the elements of design (line, form, texture, color) to provide aesthetic pleasure.

25. Analyze and apply the principles of design, proportion, balance, rhythm, emphasis, and harmony.

26. Understand the significance of background areas (walls, ceilings, and floors) in providing a setting for furniture and accessories.

27. Apply the elements and principles of design to window decoration.

28. Recognize the prominent periods and styles of furniture.

29. Know factors that influence furniture designs of today.

30. Understand the contribution of furniture arrangement to comfort and convenience.

31. Know that accessories reflect individuality (personal interest and hobbies).

32. Practice the steps involved in creating "do-it-yourself" projects and the advantages over purchased items.

33. Know that the placement of accessories contributes to the attractiveness of a room.

34. Know the aesthetic and practical advantages of good lighting.

35. Apply the principles of design to flower arrangements.

36. Use criteria for the selection and purchase of furniture, household equipment, and accessories.

37. Select a large piece of furniture or other household item and explain construction, details, cost, care, etc.

38. Demonstrate good techniques and management in housekeeping.

39. Demonstrate methods of caring for furniture and accessories.

40. Demonstrate the newer techniques in the care of household fabrics.

41. Practice simple repairs of household appliances and equipment.

42. Understand that with "know-how," a little determination, and plenty of time, one can achieve pleasing results in renovating furniture.

43. Know the types of employment in the area of home furnishings.

44. Recognize that one's own personal qualities and skills are the determining factors for job placement.

45. Practice skills for employment in home furnishings.

SPECIALIZATION LEVEL INSTRUCTIONAL OBJECTIVES

Social and Family Relationships:

1. Comprehend individual differences in people.
2. Know that family needs are constantly changing in relationship to family roles and the family cycle.
3. Know that an individual's behavior is the result of his/her ability to recognize and fulfill his/her basic needs.
4. Know that social, physical, and emotional growth are part of the process of maturity.
5. Know that controlled emotions are part of maturity.
6. Know that values developed by an individual are guidelines to his/her behavior in interpersonal relationships.
7. Know that value systems are developed as a person's needs are met, as he/she thinks about and reacts to his/her experiences, and as he/she adjusts to change.
8. Know the contribution which a community makes to its members.
9. Know the responsibilities of an individual and a family toward contributing to the community and its services.
10. Know the needs of senior citizens in society.
11. Know that the value system of the family influences its home surroundings.
12. Know that family members have different interests and activities, and these in turn affect space, need, and use.
13. Analyze the need for beauty in home surroundings.
14. Know that no single food pattern is essential to health.

15. Demonstrate that providing food for the family involves planning, coordination of resources, and family demands.

16. Analyze how clothing reflects cultural patterns of the country.

17. Know that political, social, psychological, and geographical factors influence what is produced in the textile and clothing industry.

18. Know that dating is an important basis for mature interpersonal relationships.

19. Know that the courtship period has an important function in mate selection.

20. Demonstrate how successful marriages correlate with similarities of attitudes and values of marriage partners.

21. Analyze the implications of romance, companionship, self-discipline, personality development, and sexuality on the decision to marry.

22. Recognize the spiritual aspects of marriage.

23. Know that marriage is a contract and has many ramifications.

24. Know that the new family must learn to think, act, share, plan, and work together as a unit.

25. Demonstrate techniques for solving family problems.

26. Analyze the major causes of failure in marriage.

27. Analyze the factors that constitute a good family environment in which to raise children.

28. Know that a child has the right to be wanted, loved, and cared for.

29. Recognize that the ability to have children does not necessarily imply competencies in raising a child.

SPECIALIZATION LEVEL INSTRUCTIONAL OBJECTIVES

30. Know the needs of institutionalized children and the community responsibility for their care.

31. Know the sexual development of male and female.

32. Understand the role of parents in child development.

33. Recognize the importance of family planning.

34. Know the process of labor and delivery.

35. Understand the importance of good physical and emotional health of the mother on the growth and development of the unborn child.

36. Know the physical, emotional, social, and intellectual needs of infants.

37. Know the adjustments the parents and other family members must make when a new baby arrives.

38. Know the cost of having a baby and the other expenses incurred in meeting material needs of a newborn infant.

39. Analyze the selection of baby items according to safety, convenience, and economy.

40. Analyze how the home can provide resources that stimulate intellectual growth, foster independence, and responsibility.

41. Write a plan for personal money management. Select short- and long-term goals, estimate income, plan expenditures, and savings.

42. Know that good management of finances helps the family to live better on the income it has.

43. Interpret the scope of population increase.

44. Analyze the effect of overpopulated areas on living patterns.

45. Know that exceptional children have special needs in families and communities.

46. Know the socioeconomic factors that affect child support.

47. Recognize that some expenses are either fixed or necessary and must be budgeted.

48. Know the meaning of "we cannot afford it." Determine factors that enter into making such a decision.

49. Know that human and nonhuman resources contribute towards assessment of income.

50. Know that a family must determine goals for money use.

51. Know that effective money management leads to family security.

52. Understand several ways of saving money.

53. Understand several ways to invest money.

54. Understand insurance and its contribution to family security.

55. Plan leisure time effectively to promote family well-being and development.

DS MANUAL 2000.2
REVISED OCTOBER 1978

Approved List of Essential Textbooks/Instructional Materials for Human Ecology/Home Economics Grades 6-12

career education

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DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS SCHOOLS
2461 EISENHOWER AVENUE
ALEXANDRIA, VIRGINIA 22331

EDS-50867

October 5, 1978

MEMORANDUM FOR Director of Dependents Schools, Atlantic
Director of Dependents Schools, Europe
Director of Dependents Schools, Pacific

SUBJECT: Essential Textbooks/Instructional Materials Listing for Human Ecology/Home Economics

It is a pleasure to provide you with the attached Department of Defense Dependents Schools (DoDDS) List of the Approved Essential Textbooks/Instructional Materials in Human Ecology/Home Economics for the indicated categories. Any future appropriated fund procurement of Human Ecology/Home Economics Essential Textbooks/Instructional Materials for DoDDS must conform to this listing until officially revised.

As you know, texts and materials provided by publishers for this review process were studied extensively during school year 1977-1978 by formal review committees in each of the DoDDS regions. Those worldwide committees were composed of students, parents, and community representatives as well as professional educators. Detailed data, conforming to established criteria and generated by each of these committees, were reviewed in detail by the Human Ecology/Home Economics Task Group in their meeting of June 19-23, 1978. Essential Textbooks/Instructional Materials judged most suitable for achieving the published DoDDS objectives within the DoDDS system have been included in the approved list.

Your support of the DoDDS Human Ecology/Home Economics Essential Textbooks/Instructional Materials review is appreciated.

Anthony Cardinale

Anthony Cardinale
Director

SEP 2 1980

APPROVED LIST OF
DoDDS ESSENTIAL TEXTBOOKS/INSTRUCTIONAL MATERIALS FOR HUMAN ECOLOGY/HOME ECONOMICS, GRADES 6-12

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APPROVED LIST OF
DoDDS ESSENTIAL TEXTBOOKS/INSTRUCTIONAL MATERIALS FOR HUMAN ECOLOGY/HOME ECONOMICS, GRADES 6-8
EXPLORATORY LEVEL

Title of Program	Author	Publisher	Copyright Date
Child Care and Development:			
Exploring Careers in Child Care	Cincinnati Public Schools	McKnight Publishing Co.	1974
Clothing and Textiles:			
Clothes, Clues and Careers	Vanderhoff	Ginn and Company	1977
Individualized Sewing System: (Three Texts, Panels, and Charts)	Johnson	Ginn and Company	1974
1. The Sewing Machine			
2. Understanding and Using Patterns			
3. Construction Techniques			
Foods and Nutrition:			
First Foods	Cronan and Atwood	Charles A. Bennett Co., Inc.	1976
Housing and Home Furnishings:			
Social and Family Relationships:			
Comprehensive Texts:			
Living, Learning, and Caring	Dunn and Peeler	Ginn and Company	1976
Teen Guide to Home Making (Fourth Edition)	Brinkley, Chanberlain and Champion	McGraw-Hill International Book Company	1977

APPROVED LIST OF
DoDDS ESSENTIAL TEXTBOOKS/INSTRUCTIONAL MATERIALS FOR HUMAN ECOLOGY/HOME ECONOMICS, GRADES 9-12 FUNDAMENTALS AND SPECIALIZATION LEVELS

Title of Program	Author	Publisher	Copyright Date
Child Care and Development:			
Caring for Children	Draper and Draper	Charles A. Bennett Co., Inc.	1975
Early Childhood Education in the Home	Massoglia	Delmar Publishers	1977
Parenting (Filmstrips, Activities, Spirit Masters, Discussion Guide)	Butterick Publishing	Butterick Publishing	1976
Child Development Series: (Filmstrips, Wall Chart, Spirit Masters, Discussion Guide, Activities)	Butterick Publishing	Butterick Publishing	1976
1. The Prenatal Period and Infancy			
2. The Toddler			
3. The Preschooler			
4. The School-Age Child			
Clothing and Textiles:			
Clothes and Personality	Lewis	Collier Macmillan International Inc.	1974
Exploring Fabrics	Cincinnati Public Schools	McKnight Publishing Co.	1977
Dress	Oerke and Gawne	Charles A. Bennett Co., Inc.	1975
Clothes and Your Appearance	Liddell	Goodheart-Wilcox Co.	1977
Discovering Fibers and Fabrics (Filmstrips and Student Activities)	Butterick Publishing	Butterick Publishing	1976

Foods and Nutrition:			
Exploring Professional Cooking	Ray and Lewis	Charles A. Bennett Co., Inc.	1976
Food for Today	Kowtaluk and Kopan	Charles A. Bennett Co., Inc.	1977
The World of Food	Medved	Ginn and Company	1977
Exploring Careers in Hospitality and Food Services	Cincinnati Public Schools	McKnight Publishing Co.	1975
American Ethnic Food Series: (Filmstrips, Wall Chart, Spirit Masters, Student Activities)	Butterick Publishing	Butterick Publishing	1977
Housing and Home Furnishings:			
Homes, Today and Tomorrow	Sherwood and Sherwood	Charles A. Bennett Co., Inc.	1976
Interior Design Series: (Filmstrips, Transparencies, Wall Chart, Spirit Masters Student Activities) 1. A Living Environment 2. Working with Space 3. Working with Backgrounds 4. Creating Your Personal Space	Butterick Publishing	Butterick Publishing	1976
Social and Family Relationships:			
Exploring Living Environments	Cincinnati Public Schools	McKnight Publishing Co.	1977
Your Marriage and Family Living (Fourth Edition)	Landis	McGraw-Hill International Book Company	1977
Married Life	Riker and Brisbane	Charles A. Bennett Co., Inc.	19[illegible]
Decisions in Living	Jennings	Ginn and Company	1976
Family Life Series: (Filmstrips, Spirit Masters, Discussion Guide)	Butterick Publishing	Butterick Publishing	1976

1. Adolescence, Love and Dating
2. Marriage and Parenthood
3. The Family in Transition

Conception, Birth, Contraception: A Visual Presentation (Second Edition)	Demarest and Sciarra	McGraw-Hill International Book Company	1976

Comprehensive Texts:

Let's Get It Together Series: (Four Paperbacks)	Dunn, Dewald, Luckhardt, et al.	Ginn and Company	1974

1. 57 Daisy Place (Foods and Nutrition)
2. In and Around (Housing and Management)
3. Ready or Not (Relationships and Children)
4. Everybody Guesses (Appearance, Consumerism and Jobs)

Thresholds to Adult Living	Craig	Charles A. Bennett Co., Inc.	1976
Today's Teen	Kelly and Landers	Charles A. Bennett Co., Inc.	1977

Consumerism:

Independent Living Series: (Filmstrips, Spirit Masters, Student Activities)	Butterick Publishing	Butterick Publishing	1976

1. Housing and Home Furnishings: Your Personal Environment
2. Food and Nutrition: Dollars and Sense
3. Personal Finance: You and Your Money
4. Clothing: The Visible Self
5. Health and Safety: Keeping Fit
6. Lifestyles: Options for Living

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